

Name: Leta Roberts

Grade Level – 2nd; **Subject** – Math

Topic: Fairy Tale Math

Objectives (P.A.S.S.): Grade 2; Standard 1

Students will:

-revise their favorite fairy or folk tale to include numerical information. This new version of the tale can be used as a source for generating story problems.

Introduction:

This activity allows you to incorporate writing into your mathematics curriculum.

NCTM Standards:

The study of mathematics should emphasize:

Problem Solving

Pursuing open-ended questions

Investigating and formulating questions

Mathematics as Communication

Discussing, writing, reading, listening

Mathematics as Reasoning

Drawing logical conclusions

Explain thinking

Justify answers and solution processes

Mathematical Connections

Connecting mathematics to other subjects and to the world around the classroom

Connecting mathematics within mathematics

Using mathematics in daily lives

Instructional Process:

Resources: crayons, paper

Directions to students:

1. Pick a favorite fairy tale or folk tale. Read the tale you have chosen.
2. Rewrite the tale by adding numerical information.
3. Write five story questions that someone else could answer using the added information.

Sample tale: “The Five Bears” by Andrea Kachel, Grade 2, Jefferson Elementary School

Once upon a time there were five bears. The Papa bear was the oldest. He was 39 years old. Next came Mama bear. She was 36 years old. Next came their son Andrew. He was 18 years old. Next came Andrea. She was 9 years old. Last came Jessica. She was 3 years old and a real brat. Every day Mama bear would leave for work at 7:00 in the morning and she would get home at 5:00 in the afternoon. The children left for school at 8:00 in the morning and came home on the hot, noisy, bumpy bus at 3:30. Papa bear took

baby Jessica to the day care at 9:00 in the morning on his way to work in the honey factory.

Modifications:

1. Have students meet in groups to write story problems for their fairy tales, and then have groups exchange problems to solve.
2. Students can create a “riddle book” story problem with teacher specifying what concepts students can use in their riddles such as addition, subtraction or multiplication. Riddle of the Day: Teacher chooses one riddle to solve. Student receives 1 point if his riddle is read, 10 points if he stumps the class with his riddle, or 5 points if he solves the presented riddle.

Reflection:

These activities are excellent ways to enhance math lessons by using literature. I also have my students write in their journals about the activities we do. It helps students think about themselves learning math. It also helps them to raise and respond to questions that originate in class discussions and to make connections and reflect on the activities.